



GCE A LEVEL

A800U10-1



S19-A800U10-1



FRENCH – A level component 1

CARDS 1-12

2019

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FRENCH – A level component 1

CARD 1

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 1 – Being a young person in French-speaking society***L'importance de voter***

Le devoir le plus important d'un citoyen français est de voter. Il est facile de l'oublier ou de s'en désintéresser et ne voter que pour les élections vraiment importantes.

À DISCUTER :

Il est important de voter pour être un bon citoyen français/francophone.



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FRENCH – A level component 1

CARD 2

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 2 – Being a young person in French-speaking society***Les jeunes Français et les portables***

Les jeunes Français de 18 à 24 ans sont les plus grands utilisateurs de portables. Le portable représente un objet de prestige et de statut social qui définit leur personnalité.

À DISCUTER :

Les portables et la nouvelle technologie sont essentiels pour les jeunes en France/ailleurs dans le monde francophone.



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FRENCH – A level component 1

CARD 3

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 3 – Being a young person in French-speaking society***Le lycée professionnel en France***

Le lycée professionnel permet aux étudiants français d'acquérir un diplôme professionnel pour s'insérer dans la vie active ou poursuivre des études à un niveau supérieur. Les matières d'enseignement général font partie du programme.

À DISCUTER :

Le lycée professionnel en France/ailleurs dans le monde francophone offre d'importantes possibilités aux étudiants.



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FRENCH – A level component 1

CARD 4

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 4 – Understanding the French-speaking world

Le Carnaval de Nice



Les élégantes batailles de fleurs sont une composante du Carnaval de Nice à ne pas manquer. Sur les chars, des personnages vêtus de costumes extravagants lancent des fleurs de la région.

À DISCUTER :

Les fêtes traditionnelles sont importantes en France/ailleurs dans le monde francophone.



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FRENCH – A level component 1

CARD 5

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 5 – Understanding the French-speaking world***Les châteaux de la Loire***

Le château de Chenonceau est situé en région Centre Val de Loire. C'est un site exceptionnel. Aujourd'hui, le château de Chenonceau est, après Versailles, le château le plus visité de France.

À DISCUTER :

Les monuments historiques sont importants en France/ailleurs dans le monde francophone.



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FRENCH – A level component 1

CARD 6

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 6 – Understanding the French-speaking world

La presse écrite française



Dans le Top 10 des titres de presse quotidienne française les plus lus, la presse quotidienne gratuite rassemble près de 11 millions de lecteurs par jour avec seulement trois journaux.

À DISCUTER :

La presse écrite gratuite a une grande importance en France/ailleurs dans le monde francophone.



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FRENCH – A level component 1

CARD 7

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 7 – Diversity and difference

L'immigration



Les gouvernements successifs en France ont toujours entretenu une certaine forme de modération à l'égard de l'immigration. « *Oui, c'est bien qu'on ait des immigrés, mais pas trop.* »

À DISCUTER :

L'immigration pose un grand problème en France/ailleurs dans le monde francophone.



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FRENCH – A level component 1

CARD 8

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 8 – Diversity and difference***Le chômage en France***

Les sans-emplois en France s'isolent de plus en plus : le réseau social qu'ils avaient auparavant disparaît. Ils perdent confiance et la spirale de la dépression se met en route.

À DISCUTER :

Les chômeurs en France/ailleurs dans le monde francophone sont souvent marginalisés.



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FRENCH – A level component 1

CARD 9

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 9 – Diversity and difference***La discrimination raciale***

À la télévision, la France multiraciale a beaucoup moins le beau rôle que la France blanche. Dans les films et feuilletons, les minorités sont largement surreprésentées dans les activités marginales ou illégales.

À DISCUTER :

Il existe une discrimination évidente envers ceux qui n'ont pas la peau blanche en France/ailleurs dans le monde francophone.



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FRENCH – A level component 1

CARD 10

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 10 – France 1940-1950: The Occupation and post-war years***L'Occupation en France***

Pour la plupart des Français, l'occupation allemande c'est le manque de liberté et les difficultés de la vie quotidienne. Les troupes allemandes volent ce que la France produit.

À DISCUTER :

Les Français ont beaucoup souffert pendant la Deuxième Guerre mondiale.



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A800U10-1



FRENCH – A level component 1

CARD 11

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 11 – France 1940-1950: The Occupation and post-war years***Le théâtre français sous l'Occupation***

Le théâtre a joué un rôle considérable durant la Seconde Guerre mondiale. Les contraintes qui pesaient sur la vie théâtrale n'ont pas empêché certains auteurs de contourner ces obstacles.

À DISCUTER :

Le théâtre français a réussi à survivre sous l'Occupation.



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FRENCH – A level component 1

CARD 12

2019

INSTRUCTIONS TO CANDIDATES

This assessment will last 21-23 minutes. As part of the assessment you will be allowed 5 minutes preparation for task 2, once you have completed task 1.

Task 1

Presentation of individual research project – **2 minutes**

Discussion based on research topic – **9-10 minutes**

You will be allowed, if you wish, to have a copy of your *independent research project* pro-forma in English as an aid to memory. You must show this to the examiner before you start task 1, and hand it to the examiner before you start preparing for task 2.

Task 2

Theme-based discussion

Stimulus text and questions – **5 minutes preparation in examination room**

Discussion based on stimulus theme and questions – **5-6 minutes**

You will be able to make notes on a separate piece of paper during the preparation period for the theme-based discussion. These must be handed to the examiner at the end of the assessment. The notes are an aid to memory and must not constitute whole sentences or a complete text.

At the start of the discussion, you must make reference to information in the stimulus text, to show the examiner that you have understood that material.

During the discussion, you can talk about France or French-speaking countries/communities depending on the context in which you have studied the theme or sub-theme. **This does not apply to the country-specific theme.**

During the assessment you must ask the examiner at least two relevant questions during task 2.

INFORMATION FOR CANDIDATES

No dictionaries are allowed in any section of the assessment.

This paper carries 60 marks:

- Task 1 – Presentation and discussion 40 marks
- Task 2 – Theme-based discussion 20 marks.

Card 12 – France 1940-1950: The Occupation and post-war years***La libération de la France***

Le courage de la Résistance ne peut pas faire oublier que la France a été vaincue par l'Allemagne. C'est l'armée américaine qui a libéré le pays en 1944.

À DISCUTER :

Les Américains ont aidé à libérer la France et ont participé à sa reconstruction après la guerre.



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S19-A800U10-1E-R1



FRENCH – A level component 1

CARDS 1-12

EXAMINER'S BOOKLET

2019

A800U101E
01

INSTRUCTIONS FOR EXAMINERS

Task setting and format of the assessment

In preparation for the speaking assessment the learner will have undertaken an independent research project. The task related to the theme-based stimulus card will be set by WJEC, but the candidate will have a choice from two cards. The speaking assessment will be conducted at centres by a visiting examiner appointed by WJEC. He/she will conduct and mark the assessment which will be digitally recorded.

During preparation for the speaking assessment candidates must complete the independent research pro-forma providing the title of their research project and outlining up to 10 key points **in English**. The purpose of the pro-forma is to provide the visiting examiner with some prior information about the candidate's chosen independent research project. The pro-forma will be sent by the centre to the visiting examiner at least three weeks **before** the beginning of the assessment period in April. The candidate may bring a copy of the pro-forma to the speaking assessment which he/she can use as a prompt if necessary for the presentation and discussion. The pro-forma is an aid to memory only and will **not** provide linguistic support in French.

Learners are **not** permitted to choose for their independent research project any of the literary works or films which they have studied for their written assessment in Component 3.

The assessment will comprise the following tasks:

Task 1 – Presentation and discussion on candidate's independent research project

- (a) Each candidate will give a spoken presentation in French of an independent research project, selected by the candidate. The presentation will last **2 minutes**. If the presentation lasts longer than the allocated time the visiting examiner will interrupt the candidate with a question related to the independent research project. This will indicate the beginning of the discussion. There are no additional marks available for a presentation which extends beyond 2 minutes.
- (b) A discussion in French comprising responses by the candidate to questions relating to their independent research project. The questions will be set and asked by the visiting examiner. The discussion will last **9-10 minutes maximum**.

After **Task 1** has been completed the candidate will be given **5 minutes preparation time** in the examination room with the visiting examiner to prepare for **Task 2** – the theme-based discussion.

Task 2 – Theme-based discussion

A discussion in French based on a stimulus card containing an image with related text on one of the sub-themes, as set out in this A level specification. The visiting examiner will offer the candidate two stimulus cards. The candidate must pick one of these cards and he/she will then prepare the discussion point on that stimulus card during the allocated preparation time.

At the end of the **5 minutes preparation time**, the visiting examiner will initiate a discussion with the candidate based on the stimulus card he/she has prepared. After the candidate has responded to the discussion point on the card, the visiting examiner will then ask the candidate **one** further question. This supplementary question will be **unseen**.

At the start of the discussion, candidates must make reference to information in the stimulus text, to show the examiner that they have understood that material. Candidates can talk about France or French-speaking countries/communities, depending on the context in which they have studied the themes or sub-themes. **This does not apply to the country-specific theme**. This instruction will be stated on the front of the stimulus card.

The candidate will be required to ask the visiting examiner **at least two** questions. Should the candidate omit to ask any questions during the assessment, the visiting examiner will ask the candidate in French whether he/she has any questions to ask. If there is time within the discussion, the examiner will explore other points related to the sub-theme. The examiner will also follow up points raised by the candidate during the discussion.

Task taking

On the day(s) when the assessment is conducted, each candidate will arrive at the appointed time for the speaking assessment with the visiting examiner. **There will be no formal preparation time before the assessment begins.**

Candidates are not permitted to use dictionaries in any part of the assessment.

If the candidate has chosen to use a copy of the *independent research project* pro-forma as an aid to memory, he/she will show it to the visiting examiner before the assessment begins. This is to ensure that the copy only contains notes in English. A copy of a pro-forma found to contain notes in French will be retained by the visiting examiner and the candidate will not have access to it during the assessment. The assessment will commence with the candidate's presentation of the independent research project which will last a **maximum of 2 minutes**. This will then be followed by a discussion with the visiting examiner based on the project lasting **9-10 minutes maximum**. At the end of the discussion on the presentation, if a copy of the pro-forma has been used by the candidate it will be handed to the visiting examiner.

The visiting examiner will then show the candidate two theme-based stimulus cards. The candidate will choose which card he/she would like to prepare. **The candidate will have sight of the two cards when choosing between them.** The candidate will be given **5 minutes preparation time** in the examination room with the visiting examiner. During the preparation time the candidate may, if he/she wishes, make notes in French or English on a separate piece of paper, **not** on the card. The candidate may refer to these notes during the assessment of the theme-based stimulus card. The notes are **an aid to memory** and **must not** constitute whole sentences or a complete text. Reading out whole sentences or a complete text will have a detrimental effect on a candidate's spontaneity.

The candidate will hand the notes to the visiting examiner at the end of the assessment. The visiting examiner will keep the notes and any copy of the pro-forma used by the candidate until the end of the Enquiry about Results period.

Timings for each part of the assessment must be adhered to. Any speaking evidence which exceeds these timings will not be marked.

Conduct of the assessment

Candidates will be allowed only **one** attempt at the assessment. Once the recording begins it cannot be paused or stopped during the assessment of either Task 1 or Task 2. The visiting examiner will leave the recording running during the 5 minutes preparation time allocated to the candidate prior to the assessment of Task 2. The only circumstances in which a candidate can be re-tested are if there is a technical malfunction during the assessment (so that, for example, the assessment has not been recorded or is inaudible) or an incident occurs beyond the visiting examiner's control which prevents the completion of the assessment. In any such circumstance the visiting examiner will inform WJEC immediately and inform the examinations' officer at the centre.

The examiner must ensure that each candidate is given the cards in the order as listed in the grid below. If, however, one of the cards in the candidate's set contains content that the candidate has covered in his/her independent research project, the examiner can choose an alternative set of cards.

French 2019			
Candidate no.	Cards	Candidate no.	Cards
1.	12 & 7	13.	10 & 3
2.	4 & 12	14.	12 & 2
3.	11 & 8	15.	2 & 5
4.	6 & 3	16.	6 & 11
5.	8 & 2	17.	7 & 11
6.	9 & 4	18.	1 & 6
7.	7 & 6	19.	4 & 7
8.	1 & 8	20.	3 & 5
9.	5 & 10	21.	4 & 10
10.	10 & 9	22.	5 & 9
11.	8 & 3	23.	1 & 11
12.	2 & 9	24.	12 & 1

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Card 1 – Being a young person in French-speaking society

L'importance de voter

Le devoir le plus important d'un citoyen français est de voter. Il est facile de l'oublier ou de s'en désintéresser et ne voter que pour les élections vraiment importantes.

The examiner must begin by asking the candidate the following question:

Il est important de voter pour être un bon citoyen français/francophone. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Pourquoi est-il important d'être un bon citoyen/une bonne citoyenne en France/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether voting is essential or not in order to be a good citizen in France/ francophone countries • give the reasons for this view In response to the unseen question the candidate may: • discuss why it is important or not • explain the importance for individual, community, country The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

Card 2 – Being a young person in French-speaking society

Les jeunes Français et les portables

Les jeunes Français de 18 à 24 ans sont les plus grands utilisateurs de portables. Le portable représente un objet de prestige et de statut social qui définit leur personnalité.

The examiner must begin by asking the candidate the following question:

Les portables et la nouvelle technologie sont essentiels pour les jeunes en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Pourquoi une dépendance sur la technologie mobile peut-elle poser un problème pour les jeunes en France/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss why young French-speaking people consider their mobiles and technology to be essential • give the reasons for this view In response to the unseen question the candidate may: • explain why being dependent on technology might be a problem for young French-speaking people or not • give the reasons for or against this view The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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Card 3 – Being a young person in French-speaking society

Le lycée professionnel en France

Le lycée professionnel permet aux étudiants français d'acquérir un diplôme professionnel pour s'insérer dans la vie active ou poursuivre des études à un niveau supérieur. Les matières d'enseignement général font partie du programme.

The examiner must begin by asking the candidate the following question:

Le lycée professionnel en France/ailleurs dans le monde francophone offre d'importantes possibilités aux étudiants. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Dans quelle mesure le lycée prépare-t-il les jeunes Français/francophones à la vie professionnelle et universitaire ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss what advantages there are for young French/francophone people if they attend a "lycée professionnel" • give the reasons for or against this view In response to the unseen question the candidate may: • discuss the extent to which the lycée in France/francophone countries is a good preparation for the world of work or university life • give the reasons for or against this view The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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Card 4 – Understanding the French-speaking world

Le Carnaval de Nice

Les élégantes batailles de fleurs sont une composante du Carnaval de Nice à ne pas manquer. Sur les chars, des personnages vêtus de costumes extravagants lancent des fleurs de la région.

The examiner must begin by asking the candidate the following question:

Les fêtes traditionnelles sont importantes en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Dans quelle mesure les fêtes traditionnelles existent-elles pour attirer les touristes en France/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether traditional festivals are still important in France or in francophone countries • give the reasons for this view In response to the unseen question the candidate may: • discuss the extent to which festivals exist to attract tourists in France or francophone countries • give the reasons for or against this view The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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Card 5 – Understanding the French-speaking world

Les châteaux de la Loire

Le château de Chenonceau est situé en région Centre Val de Loire. C'est un site exceptionnel. Aujourd'hui, le château de Chenonceau est, après Versailles, le château le plus visité de France.

The examiner must begin by asking the candidate the following question:

Les monuments historiques sont importants en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Qui devrait avoir la responsabilité de conserver les châteaux historiques en France/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss why one should continue to look after historical monuments in France/ French-speaking countries • give the reasons for this view In response to the unseen question the candidate may: • discuss who should be responsible for looking after historical monuments in France or francophone countries • give the reasons for stating whose responsibility it is The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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Card 6 – Understanding the French-speaking world

La presse écrite française

Dans le Top 10 des titres de presse quotidienne française les plus lus, la presse quotidienne gratuite rassemble près de 11 millions de lecteurs par jour avec seulement trois journaux.

The examiner must begin by asking the candidate the following question:

La presse écrite gratuite a une grande importance en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Pourquoi les jeunes francophones abandonnent-ils la presse écrite traditionnelle ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether French-speaking people prefer to read free newspapers rather than those they have to buy • give the reasons for this view In response to the unseen question candidates may: • discuss why young French-speaking people read fewer traditional newspapers • give the reasons for this view The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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Card 7 – Diversity and difference

L'immigration

Les gouvernements successifs en France ont toujours entretenu une certaine forme de modération à l'égard de l'immigration. « *Oui, c'est bien qu'on ait des immigrés, mais pas trop.* »

The examiner must begin by asking the candidate the following question:

L'immigration pose un grand problème en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Pourquoi le gouvernement devrait-il assurer l'intégration des immigrés dans la société en France/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss the extent to which immigration is a big problem in France/elsewhere in the French-speaking world • give the reasons for this view In response to the unseen question the candidate may: • discuss why the government in France/francophone countries should make sure that immigrants are integrated into society • give the reasons for this view The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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Card 8 – Diversity and difference

Le chômage en France

Les sans-emplois en France s'isolent de plus en plus : le réseau social qu'ils avaient auparavant disparaît. Ils perdent confiance et la spirale de la dépression se met en route.

The examiner must begin by asking the candidate the following question:

Les chômeurs en France/ailleurs dans le monde francophone sont souvent marginalisés. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Qui doit assurer l'inclusion sociale des chômeurs en France/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether the unemployed in France/elsewhere in the French-speaking world are excluded from society • give the reasons for this view In response to the unseen question the candidate may: • discuss whose responsibility it is to ensure that unemployed people are integrated into French/French-speaking society • give the reasons for this view The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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Card 9 – Diversity and difference

La discrimination raciale

À la télévision, la France multiraciale a beaucoup moins le beau rôle que la France blanche. Dans les films et feuilletons, les minorités sont largement surreprésentées dans les activités marginales ou illégales.

The examiner must begin by asking the candidate the following question:

Il existe une discrimination évidente envers ceux qui n'ont pas la peau blanche en France/ailleurs dans le monde francophone. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Quelles sont les difficultés pour les personnes de couleur en France/ailleurs dans le monde francophone ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss the extent to which racial discrimination exists in France/elsewhere in French-speaking countries because there are few black heroes on French television • give the reasons for this view In response to the unseen question the candidate may: • discuss what difficulties people of colour may experience in France/French-speaking countries • give the reasons for this The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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Card 10 – France 1940-1950: The Occupation and post-war years

L'Occupation en France

Pour la plupart des Français, l'occupation allemande c'est le manque de liberté et les difficultés de la vie quotidienne. Les troupes allemandes volent ce que la France produit.

The examiner must begin by asking the candidate the following question:

Les Français ont beaucoup souffert pendant la Deuxième Guerre mondiale. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Comment les familles françaises ont-elles pu survivre pendant la guerre ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether or not the French suffered a lot during the war • give the reasons for this view In response to the unseen question the candidate may: • discuss the difficulties French families faced during the war • explain the way they overcame them The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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The examiner must allow the candidate to question him/her, as appropriate, about his/her views. If the candidate does not ask the visiting examiner a question/questions during the assessment, the examiner must ask the candidate in French if he/she has any questions to ask.

Card 11 – France 1940-1950: The Occupation and post-war years

Le théâtre français sous l'Occupation

Le théâtre a joué un rôle considérable durant la Seconde Guerre mondiale. Les contraintes qui pesaient sur la vie théâtrale n'ont pas empêché certains auteurs de contourner ces obstacles.

The examiner must begin by asking the candidate the following question:

Le théâtre français a réussi à survivre sous l'Occupation. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Quel rôle les grands auteurs ont-ils joué sous l'Occupation ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether the theatre in France managed to survive during the war • give the reasons for this view In response to the unseen question candidates may: • discuss how famous authors played an important role during the war • explain what this role was The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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Card 12 – France 1940-1950: The Occupation and post-war years

La libération de la France

Le courage de la Résistance ne peut pas faire oublier que la France a été vaincue par l'Allemagne. C'est l'armée américaine qui a libéré le pays en 1944.

The examiner must begin by asking the candidate the following question:

Les Américains ont aidé à libérer la France et ont participé à sa reconstruction après la guerre. Êtes-vous d'accord ?

Following the set question, the examiner must ask the candidate the following supplementary question. The examiner can, if necessary, rephrase this supplementary question.

Comment les Américains ont-ils aidé la France de 1945 à 1950 ?

AO4	In response to the discussion point on the stimulus card the candidate may: • discuss whether or not the Americans helped to liberate France • discuss whether or not the Americans helped with the post-war reconstruction of the country In response to the unseen question the candidate may: • discuss how the Marshall plan funded much of rebuilding • explain how the Americans allowed France to become a political ally The above points are suggestions only and <u>reward will be given for all relevant points argued by the candidate.</u>
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